

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Preliminary Review of the Iowa School for the Deaf
Strategic Plan Progress Report
Date: November 5, 2001

**Recommended
Action:** Review the report.

**Executive
Summary:** The mission of the Iowa School for the Deaf is to provide comprehensive and appropriate programs and services that will enable deaf and hard of hearing students to attain personal excellence. The Key Result Areas developed to achieve this mission are: Quality Teaching, Pupil Personnel and Administrative Services; Strengthening and Expanding Creative and Innovative Programming; Maintaining Facilities and Equipment with Sufficient Funding, and Accountability. Under each Key Result Area, ISD has listed objectives and indicators. Its Strategic Plan also has a list of benchmarks, for which targets have been established.

As part of its preparation for a joint accreditation visit in early 2001, ISD staff engaged in preparation of a Self-Study document. In addition, ISD faculty and staff, using the input of parents and students, community constituents, and the ISD Advisory Committee, prepared a new Strategic Plan. Benchmarks and indicators are part of the plan. See Attachment A, pages 6-13. Attachment B, page 14, is a summary of key elements in the ISD Strategic Plan – mission, vision, values, and culture statements.

There is some anecdotal evidence for indicators at this point in time, noted in the Analysis section. The institution is in the process of updating performance indicator and benchmark data, which will be incorporated in the ISD segment of the Annual Report on Performance Indicators.

Strategic Plan: ISD proposed a new Strategic Plan for 2001-2006, which the Board approved at its July 2001 meeting. ISD continues to report on selected performance indicators, which are linked to the Board's Strategic Plan. ISD is in the process of identifying new indicators and benchmarks and compiling the appropriate data.

Background: The new ISD Strategic Plan, like the previous plan, is closely linked to the Board's Strategic Plan.

Linkage of ISD plan with Board's plan There are clear linkages between the Board's Key Result Areas (KRAs) and the KRAs of Iowa School for the Deaf, and its policies.

Board of Regents	Iowa School for the Deaf
Key Result Area: Quality	<ul style="list-style-type: none"> • KRA: Provide Quality Teaching Pupil Personnel, and Administrative Services • KRA: Strengthen and Expand Creative and Innovative Programming
Key Result Area: Access	<ul style="list-style-type: none"> • Be open to all students who are deaf or hearing-impaired. • Serve Iowa students on- and off-campus, in conjunction with local school districts and area education associations. • KRA: Strengthen and Expand Creative and Innovative Programming.
Key Result Area: Accountability	<ul style="list-style-type: none"> • KRA: Maintain Facilities, Equipment, and Operating Budget to allow for a Safe, Healthy, Learning Environment. • KRA: Provide Flexibility, Efficiency, Cooperation, and Accountability.

Activities of the ISD Advisory Committee Related to ISD Strategic Plan

The ISD Advisory Committee has devoted substantial time to discussing the strategic plan and the benchmarks over the past year. It will continue to collaborate with ISD faculty to offer its expertise to implement the strategies and benchmarks. In 2000-01, the ISD Advisory Committee:

- Analyzed the vision, benchmarks, and indicators of the plan.
- Received a report from the ISD Consultant on surveys of students and their families, and alumni, regarding their preparation for the world of work and post-secondary educational opportunities.
- Made a recommendation that highest priority should be improvement of the reading abilities of students and related activity of determining most valid and useful assessment instruments.
- Concurred with the ISD administration and faculty that transitional programs should receive additional attention.

ISD Advisory
Committee
activities for 2001-
2002

At its first meeting of 2001-2002, the ISD Advisory Committee received an update from ISD regarding the plan and spent some time discussing the indicators. For the remainder of this year, its meetings will focus on collaborative discussions with faculty and staff regarding the reading programs and student performance in that area.

Analysis:

ISD put much effort into developing its new strategic plan. Compared with its former plan, the new plan contains many more strategies and indicators.

Reaccreditations
and resulting
strategic planning
activities

In October 2001, the Board received a report on ISD's reaccreditation from the North Central Association and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD).

- These bodies now require annual reports.
- ISD has chosen to use a school improvement model. As a result, ISD must include a comprehensive plan on student assessment.
- The new Strategic Plan provides specific directions for the type of evaluations that should be made about students and about the institution.
- Both accreditation teams commented on the quality of the Strategic Plan and the School's improvement plan. North Central Association officials and CEASD leaders have indicated that these documents are exemplary, and could serve as a model for deaf schools.

Superintendent's
Evaluation of the
impact of the new
strategic plan

The inclusion of the values and culture statements in the new Strategic Plan are significant (Attachment B, see page 14). Such statements provide a concise overview of the institution and will be shared with current and new ISD faculty and staff, students, their families, and other constituents.

Examples of
student progress
made

The particular strategies and benchmarks in which there has been progress this year are:

- Strategy 2.1.4.0: "Ensure that students and staff have access to technology hardware and software which exists in all components of the school's programs."
 - ◆ Benchmark 2.1.4.1: At least 70% of each graduating class will have computer proficiency, as measured by criteria in the ISD curriculum. *Teachers report students are gaining competency at a phenomenal pace.*

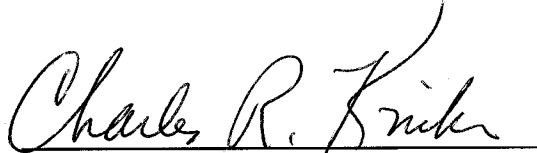
- Strategy 2.1.7.0: "Implement programs and services in the area of transition for students."
 - ◆ Benchmark 2.1.7.1: At least 15 students annually will be monitored, or assisted, in their transition from high school. *The Transition Alliance Program (TAP) is assisting students to remain in post-secondary education programs.*
- Strategy 2.2.3.0: "Expand authentic work experience opportunities both on campus and off campus."
 - ◆ Benchmark 2.2.3.1: Career Development: a) K-12 students will explore a variety of jobs as they relate to community helpers; b) 3rd – 5th grade students will explore a variety of jobs as they relate to the Guidance Curriculum; c) 6th – 8th grade students will participate in one or more work programs (on and off campus); d) 9th – 12th grade students will participate in one or more employability programs to develop work/workplace readiness skills. *ISD is developing new curriculum in the career development program.*
- Strategy 2.3.2.0: "Student achievement scores by class will exceed the national deaf norms by one standard deviation."
 - ◆ Benchmark 2.3.2.1: On national norm achieving tests, such as the SAT, students in the ISD classes of grades 5-12, will attain achievement test scores above the national norms for deaf youngsters of the same grade level. *ISD students have exceeded the national norms for academic achievement for deaf students.*
- Strategy 2.3.4.0: "At least 85% of the individuals of each graduating class will transition to post-secondary educational programs or competitive work situations."
 - ◆ Benchmark 2.3.4.1: Each student will have a transitional plan developed in high school. Benchmark 2.3.4.2: Eighty-five percent (85%) of the non-LIFE program graduates will be accepted into a post-secondary educational program or competitive work situation. *This year's class exceeded the benchmarks set by last year's graduating class. The students have gone on to post-secondary education options or competitive employment opportunities.*

Faculty and staff
professional
development

Faculty and staff are continuing their professional development through pursuit of graduate degrees and graduate course work. Some senior staff that are no longer employed at ISD had advanced degrees. The new hires are generally individuals with undergraduate degrees. However, the percentage of faculty with graduate degrees has remained relatively constant, suggesting that young faculty and staff should pursue graduate educational opportunities early in their careers at ISD.

**Performance
Indicator Charts:**

No new performance indicator and benchmark data were provided by ISD for this report. The charts for ISD-related indicators will be available in the Annual Report of Performance Indicators.



Charles R. Kniker

Approved:



Robert J. Barak

h/aa/docket/2001/nov/gd5d

IOWA SCHOOL FOR THE DEAF Benchmarks

Number	FY97	FY98	FY99	FY00	FY01
1) % of graduates accepted for college or work (excluding LIFE program students)	57%	80%	89%	91%	100%
2) % of graduates exceeding national graduation rate	100%	100%	100%	100%	100%
3) ISD students in Grades 5-12 making achievement scores for deaf children (excluding LIFE program students)	All classes at least two standard deviations above the national norm. Target: exceed national norm.	All classes at least three standard deviations above the national norm. Target: exceed national norm.	All classes nearly two standard deviations above the national norm. Target: exceed national norm	Exceeded Target: exceed national norm; 90% of students exceeded the norm	Exceeded Target: exceed national norm
4) LIFE students achieve 25% growth (academic) on normed achievement tests			Partially Attained Reading Vocabulary 40% Reading Comprehension 30% Math 50% Spelling 30% Language 30%	Partially attained Reading vocabulary 40% Reading comprehension 30% Math 50% Spelling 30% Language 30% In process	Partially Attained Reading vocabulary 44% Reading comprehension 31% Math 53% Spelling 36% Language 30% In process
5) Classes reach 50% of national avg. of criterion-referenced outcomes	NC	NC	Attained – criterion reference outcomes Partially attained – National norm data		
6) IEP goals Target: 90%	95+% Target: 90%	95+% Target: 90%	95+% Target: 90%	95+% Target: 90%	82% Elem 51% MS 61% HS
7) % of high school students with transitional plans Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%

8) Each pupil achieves 80% of ISD cur. Outcomes (criterion refer.)	NC	NC	Developing	Developing	Developing (in-service 10/29 & 11/19)
9) % of graduating class with computer proficiency	NC	100% Target: 70% Target: 70%	100% Target: 70%	100%	100%
10) % of Faculty with advanced degrees BA+	18/20 Target: 65%	19/25 Target: 65%	19/26 Target: 65%	20/25 Target: 65%	20/24 Target: 65%
11) % of Faculty with national certification	No. 34 Total 54 Pct. 63%	No. 34 Total 59 Pct. 58%	No. 36 Total 62 Pct. 58%	No. 37 Total 61 Pct. 59%	No. 38 Total 62 Pct. 61.3%
12) % of student life (direct care) staff with post-secondary Degree	No. 12 Total 34 Pct. 35% Target: 50%	No. 10 Total 30 Pct. 33% Target: 50%	No. 16 Total 37 Pct. 43% Target: 50%	No. 19 Total 39 Pct. 49% Target: 50%	No. 19 Total 38 Pct. 50% Target: 50%
13) Sign Language Proficiency for Faculty and staff Target: 50% 2 levels or more above required Target: 95% achieve minimal level within 2 years of employment	2 levels above: 32% Target 50% Minimum level: 93% Target: 95%	2 levels above: 33% Target 50% Minimum level: 98% Target: 95%	2 levels above: 43% Target 50% Minimum level: 98% Target: 95%	2 levels above: 50% Target: 50% Minimum level: 93% Target: 95%	2 levels above: 51% Target: 50% Minimum level: 96% Target: 95%
14) No., Total, Pct. Of Faculty (F), Staff (S), and Teacher Aides (T) participating in external staff development activities Target: 25% participation	No. 13 Total 56 Pct. 23% (F) 0 9 0% (T) 46 52 89% (S) 0 0 0%	No. 16 Total 59 Pct. 27% (F) 2 10 20% (T) 42 50 84% (S) 0 0 0%	No. 39 Total 78 Pct. 46% (F) 2 10 20% (T) 54 59 93% (S) 0 0 0%	No. 50 Total 54 Pct. 92% (F) 5 9 55% (T) 59 59 100% (S) 0 0 0%	No. 30 Total 59 Pct. 51% (F) 5 5 100% (T) 57 57 100% (S) 0 0 0%
15) Faculty and Staff Presentations Target: 4 per year	3 Target: 4	4 Target: 4	12 Target: 4	16 Target: 4	12 Target: 4

16) Program Emphasis	Academic: Math and Science	Vocational: R & M	Technology/ Dormitories	Vocational Education/ Recreation Center	Technology/ School and Dorms
17) Faculty to student ratios [Note: Elementary has 3 to 5 teacher aides each year; Secondary has 1 – 3 teacher aides yearly.]	Elementary 1:4.2 Secondary 1:3.4 Off-campus NC	Elementary 1:3.5 Secondary 1:3.2 Off-campus NC	Elementary 1:3.8 Secondary 1:3.7 Off-campus 1:16	Elementary 1:4.3 Secondary 1:3.1 Off-campus 1:16.8	Elementary 1:2.93 Secondary 1:2.74 Off-campus 1:16.4
18) Communications with families of students Target: 30 per year	30+ Target: 30	30+ Target: 30	30+ Target: 30	30+ Target: 30	30+ Target: 30
19) (Underrepresented groups) in Composition of Faculty and Staff (includes disabled) Target: at least 8%	No. Total Pct. (F) 0 10 00.0% (S) 8 18 44.4%	No. Total Pct. (F) 0 10 00.0% (S) 7 17 41.2%	No. Total Pct. (F) 0 10 00.0% (S) 10 25 40.0% 25 of 163 total faculty and staff or 15% are from underrepresented groups	No. Total Pct. (F) 0 17 27% (S) 8 28 25%	No. Total Pct. (F) 15 58 25.8% (S) 24 104 16.3%
20) Student enrollments on and off-campus Target: equal numbers on and off campus	On campus 131 Off campus 94 Target: equal number	On campus 123 Off campus 66* (*40 off campus students were not counted; received as of 4/12/99) Target: equal number	On campus 153 Off campus 93 Target: equal number	On campus 158 Off campus 112 Target: equal number	On campus 143 Off campus 115 Target: equal number
21) Deferred Maintenance Completed Target: 10%	7% Target 10%	15% Target: 10%	6% Target: 10%	20% Target: 10%	9% Target: 10%

NC – Not Collected

PERFORMANCE INDICATORS Iowa School for the Deaf

October 5, 2001

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MGT No.	Performance Indicator	Related Action Step	Iowa School for the Deaf	Related Governance Report												
1	% of undergraduate student credit hours taught by tenure/tenure track faculty	1.1.1.1	Not Applicable	FP SP												
2	% of senior faculty teaching undergraduates	1.1.1.1	Not Applicable	FP SP												
3	% of introductory courses taught by senior faculty	1.1.1.1	Not Applicable	FP SP												
4	% of senior faculty teaching at least one undergraduate course per academic year	1.1.1.1	Not Applicable	FP SP												
5	Average undergraduate class size	1.1.1.2	96-97 4.2 97-98 3.2 98-99 3.7 99-00 3.95 00-01 3.11	AI												
6	% of faculty using instruction technology	1.1.1.4	FY97 60% FY98 75% FY99 100% FY00 100% FY01 100%	SP												
7	No. and % of general assignment technology equipped classrooms	1.1.1.4	<table><tr><th>No.</th><th>Pct.</th></tr><tr><td>96-97 56</td><td>75%</td></tr><tr><td>97-98 56</td><td>80%</td></tr><tr><td>98-99 61</td><td>100%</td></tr><tr><td>99-00 61</td><td>100%</td></tr><tr><td>00-01 61</td><td>100%</td></tr></table>	No.	Pct.	96-97 56	75%	97-98 56	80%	98-99 61	100%	99-00 61	100%	00-01 61	100%	SP
No.	Pct.															
96-97 56	75%															
97-98 56	80%															
98-99 61	100%															
99-00 61	100%															
00-01 61	100%															
8	% of course sections in which computers are used as an integral part	1.1.1.4	96-97 75% 97-98 80% 98-99 100% 99-00 100% 00-01 100%	SP												

9	% of faculty who use computers	1.1.1.4	FY97 60%	FY98 90%	FY99 100%	FY00 100%	FY01 100%	SP
10	% of students with technology accessibility as part of their IEP	1.1.1.4	FY97 0/80	FY98 0/80	FY99 0/80	FY00 15/100	FY01	SP
11	Special school student outcomes	1.1.1.7	IEPs, Achievement Testing, Criterion Reference Testing, Curriculum, Benchmarks					SP
12a	Number of faculty resignations	1.1.1.7	97-98 2	98-99 1	99-00 1	00-01 3	01-02 1	FR
12b	Number of faculty retirements		97-98 1	98-99 4	99-00 1	00-01 1	01-02 1	
12c	Number of faculty new hires		97-98 6	98-99 7	99-00 5	00-01 2	01-02 0	
13	% of professional students passing licensure examinations	1.1.2.5	Not Applicable					No
14	Average GRE composite score of entering graduate students	1.1.2.6	Not Applicable					No
15	Relevant annual publication indices	1.1.4.1	Not Applicable					No
16	Relevant citation indices	1.1.4.1	Not Applicable					No
17	% of faculty having one scholarly work published during last three years	1.1.4.1	Not Applicable					No
18	Sponsored funding per year	1.1.4.2	Not Applicable					No
19	External funding proposals submitted per year	1.1.4.2	Not Applicable					No

20	% of faculty as principal or co-principal investigators	1.1.4.1 and 1.1.4.2	Not Applicable	No
21	Sponsored funding per faculty member	1.1.4.2	Not Applicable	No
22	# of intellectual property disclosures	1.1.4.1	Not Applicable	No
23	# of new technologies licensed	1.1.4.1	Not Applicable	No
24	# of new licenses generating revenues and total revenues	1.1.4.1	Not Applicable	No
25	# of non-degree enrollments	1.1.4.3	Not Applicable	No
26	# of sites served by Hancher programming	1.1.4.3	Not Applicable	No
27	# of annual visits to UI health sciences centers	1.1.4.3	Not Applicable	No
28	Enrollment in credit/non-credit courses offered through extended and continuing education	1.1.4.3	Not Applicable	No
29	# of extension clients served	1.1.4.3	Not Applicable	No
30	Availability of off-campus courses	1.1.4.3	Not Applicable	No
31	State appropriations requested for operations	1.2.1.2	Requested w/o salaries FY97 2.0% FY98 1.7% FY99 2.9% FY00 3.6% FY01 4.0% FY02 3.4%	No
(b)	(for capital) [See #35, below]			
32	Growth in undergraduate tuition and fees relative to HEPI and CPI	1.2.1.3	Not Applicable	
33	# of annual contributors and dollar value of contributions	1.2.1.4	FY97 FY98 FY99 FY00 FY01 Service Org \$6250 \$6250 \$10,000 \$5600 \$4500 Needy Children \$300 \$680 \$350 \$250 \$775 Foundation \$22,637 \$13,017 \$65,174 \$283,582 \$1,192,273 # of Donors (215) (106) (327) (350) (182) (These are cash receipts only—no pledges; the Foundation is calendar year totals—FY99 is 1998; FY00 is 1999)	SP
34	External grants and contracts	1.2.1.5	Not Applicable	No

35	Amount of capital improvement funds requested and received in dollars	4.3.3.1 and 1.2.1.6	Req FY97 \$280,000 FY98 0 FY99 \$260,000 FY00 \$3.8M FY01 \$435,000 FY02 \$435,000	Approp. 0 \$110,000 \$260,000 \$3.8M \$250,000 \$435,000	SP Budget	
36	Deferred maintenance backlog and expenditures in millions of dollars	4.3.1.1 and 1.2.1.6	Backlog Fall 97 \$2.0 Fall 98 \$2.5 Fall 99 \$2.1 Fall 00 \$2.2 Fall 01 \$2.18	Expended \$0.1 \$0.3 \$0.2 \$0.8 \$0.5	DM	
37	% of resources reallocated annually	1.2.1.7	FY97 3.1% FY98 1.8% FY99 2.1% FY00 2.1% FY01 2.06% FY02 3.2%		SP	
38	Fall enrollment by level and residency (ISD – Elementary, Middle, High School, Total on campus and Off-campus)	2.1.1.1	EL. Md. HS Ttl. OC FY97 46 31 54 131 94 FY98 44 26 53 123 66 FY99 38 40 75 153 95 FY00 46 37 72 155 112 FY01 44 34 66 144 115 FY01 Summer 70		FE	
39	# and dollar value of resident undergraduates receiving financial aid (need and non-need based)	2.1.1.1	Not Applicable		FA	
40	Off-campus student enrollment in degree programs offered through distance learning	2.2.1.3	Not Applicable		No	
41	Racial/ethnic composition of student, faculty, and staff populations in percentages (ISD – first number, racial/ethnic minorities; second number is percentage including racial/ethnic, blind, deaf, or all protected classes)	3.1.2.3	FY97 Students 20 Faculty 0 Staff 8	Racial & Ethnic Minorities No. 20 9% 0% 7% No. 225 6 18	All Protected Classes 100.0% 10.0% 19.0%	DI

NC - Not Collected

IOWA SCHOOL FOR THE DEAF

MISSION STATEMENT

The mission of the Iowa School for the Deaf is to enable deaf and hard of hearing children to attain personal excellence by providing comprehensive and appropriate educational programs and service.

VISION STATEMENT

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States. The school will develop measurable standards to assess its effectiveness. It will utilize multiple criteria to demonstrate its accountability and progress toward attaining its goals and objectives.

VALUES STATEMENT

The Iowa School for the Deaf values the pursuit of optimal educational opportunities and personal growth experiences for each student, so that each one may become a contributing member of society.

Toward that end, the administration, faculty, staff, and students of Iowa School for the Deaf affirm their quest for a comprehensive educational program that values:

- Excellence in academics.
- Integrity in facing challenges.
- Honesty in all endeavors.
- Civility toward all people.
- Compassion for others.
- Commitment to serve the community.

The goal of Iowa School for the Deaf is to aid students in developing the skills of communication, a life-long love of learning and problem solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

CULTURE STATEMENT

Iowa School for the Deaf seeks to provide a safe, relaxed educational environment in which the deaf and hard-of-hearing child has access to opportunities that are at least equal to those of non-handicapped peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students are trained in reading, writing, the use of sign language, oral speech, residual hearing, and speech-reading.
- Offers a supportive residential program
- Promotes frequent and in-depth contacts with families of students.
- Engages in partnerships with area schools to provide opportunities for ISD students to attend classes in public schools and students from Iowa school districts to attend classes in ISD's vocational department.
- Works in collaboration with the Iowa Department of Education, Vocational Rehabilitation Division, to help place students in college, advanced trade schools, and industry upon completion of the ISD curriculum.
- Recognizes and fosters the role and importance of deaf culture and heritage.